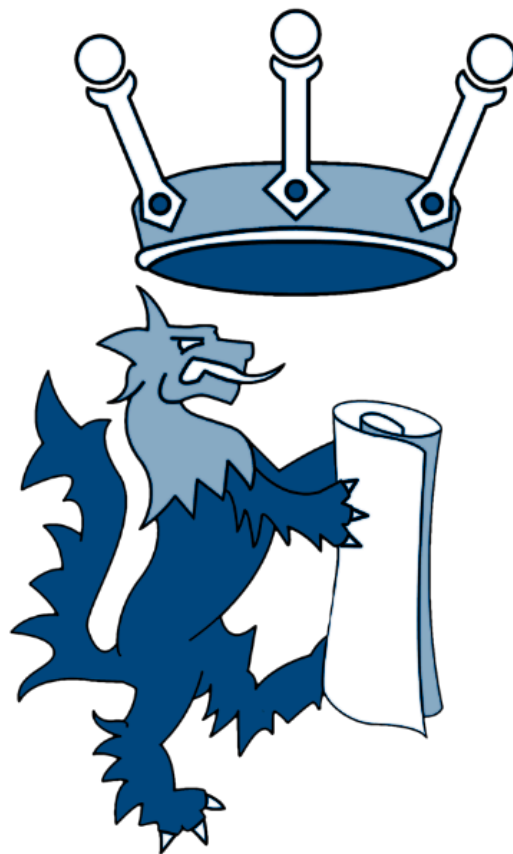


Equality Policy, Statement and Objectives

The Sittingbourne School



Approved by: Lynn Lawrence

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1. Overview

1.1 This policy sits in conjunction with the SAT [Equality Statement](#)

1.2 This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on disability, ethnicity (i.e. race) and gender.

1.3 The Single Equality Act combines the existing three duties into one new Equality Duty. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and where there is mutual respect for other people and the environment. We are committed to promoting respect and equality across all protected characteristics, including sexual orientation and gender identity, and preparing students for life in diverse 21st Century Britain. We tackle discrimination quickly and firmly and aim to make equality of opportunity a reality for our children.

We recognise and pay attention to the different groups of learners within our school:

- Males and females
- Learners with different sexual orientations and gender identities (including LGBT+)
- Minority ethnic and faith groups
- Learners with English as an additional language
- Learners with special educational needs
- Learners with a disability
- High prior attaining learners
- Learners who are at risk of disaffection or exclusion
- Learners undergoing gender reassignment
- Learners who are pregnant, or who have recently given birth
- Learners who are known to social services.

2. Objectives

2.1 The aim of this policy is to advance equality of opportunity for all at The Sittingbourne School.

2.2 To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum. This includes providing students from all backgrounds, for example (but not exclusively);

- Learners with special educational needs
- Learners with a disability
- High prior attaining learners
- Learners who are at risk of disaffection or exclusion
- Learners who are supported by Pupil Premium funding

2.3 To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

2.4 To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

2.5 To recognise and celebrate diversity within our community whilst promoting community cohesion.

2.6 To ensure that the school Admissions Policy is applied fairly and does not discriminate against any students.

2.7 To ensure that students and parents are fully involved in the provision made by the school.

2.8 To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventive action is funded where necessary.

3. Good Practice

3.1 We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

3.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the global communities.

3.3 We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

3.4 We consider it prudent and sensible to maintain the practice of logging discriminatory incidents and reporting them to the appropriate body. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. racist or homophobic bullying. We also monitor and log incidents of unkindness and bullying.

3.5 We aim to make reasonable adjustments for students or staff to ensure equality of opportunity for all.

4. Strategies

4.1 Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

4.2 Parents and governors will be involved and consulted about the provision being offered by the school.

4.3 Teachers will ensure that teaching and learning takes account of this policy.

4.4 The diversity within our school and the wider community will be viewed positively by all.

4.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

4.6 Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

4.7 Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

4.8 The positive achievements of all students will be celebrated and recognised

4.9 Students will learn about what this policy is, why it exists, and how to ensure they meet its requirements through lessons in both the formal and informal curriculum.

5. Staff Training and Development:

5.1 The school is committed to providing all staff with the necessary training and development opportunities to ensure they can:

- Understand and promote equality, diversity, and inclusion: This includes understanding and addressing issues such as unconscious bias, disability awareness and LGBTQ+ issues.
- Recognize and challenge discrimination, harassment and bullying: Staff will be trained to identify and respond to discriminatory behaviour, harassment and bullying in all its forms.
- Develop the skills and knowledge to create an inclusive learning environment for all students: This includes training on effective communication, inclusive language and creating a curriculum that is relevant and accessible to all students.

5.2 Training will be provided on a regular basis and will cover topics such as:

- Equality legislation and best practice: Staff will be updated on relevant legislation and best practice guidelines to ensure compliance.
- Unconscious bias and stereotyping: Staff will be trained to recognize and challenge their own unconscious biases and stereotypes.
- Disability awareness: Staff will be trained to understand the needs of students with disabilities and to provide appropriate support and accommodations.
- LGBTQ+ issues: Staff will be trained to create a safe and inclusive environment for LGBTQ+ students.
- Effective communication and inclusive language: Staff will be trained to use inclusive language and to communicate effectively with students from diverse backgrounds.
- Creating an inclusive curriculum: Staff will be trained to create a curriculum that is relevant, accessible and inclusive of all students.
- Supporting students with different needs and backgrounds: Staff will be trained to support students with a range of needs, including students with SEND, EAL and mental health needs.

5.3 The school will also offer opportunities for staff to develop their skills in areas such as:

- Special educational needs and disabilities (SEND): Staff will have opportunities to develop their expertise in supporting students with SEND.
- English as an additional language (EAL): Staff will have opportunities to develop their skills in supporting EAL students.
- Mental health awareness: Staff will have opportunities to develop their understanding of mental health issues and to learn how to support students' mental health.
- Cultural competence: Staff will have opportunities to develop their cultural competence and to learn how to work effectively with students from diverse cultural backgrounds.

5.4 Leadership Development: The school is committed to developing leaders who are equipped to promote equality, diversity and inclusion. Leadership development programs will include training on:

- Inclusive leadership
- Diversity and inclusion management
- Creating an inclusive school culture

6. Curriculum and Teaching:

6.1 Inclusive Curriculum: The school is committed to providing an inclusive curriculum that challenges stereotypes and promotes positive representations of diverse groups. The curriculum will:

- Reflect the diversity of the school community: The curriculum will incorporate the experiences and perspectives of students from different backgrounds.
- Challenge stereotypes and biases: The curriculum will challenge stereotypes and biases that may marginalise or exclude certain groups of students.
- Promote positive representations of diverse groups: The curriculum will include positive representations of people from diverse racial, ethnic, gender and ability backgrounds.
- Be accessible to all students: The curriculum will be adapted to meet the needs of all students, including those with SEND and EAL.

6.2 Teaching Strategies: The school will provide training for teachers on inclusive teaching strategies, such as:

- Adaptive instruction: Teachers will be trained to adapt instructions to meet the needs of all learners.
- Culturally responsive pedagogy: Teachers will be trained to use culturally responsive teaching strategies to connect with students from diverse backgrounds.
- Inclusive assessment practices: Teachers will be trained to use assessment practices that are fair and equitable for all students.
- Effective communication: Teachers will be trained to use effective communication strategies to build positive relationships with students from diverse backgrounds.

7. Outcomes

7.1 This policy will play an important part in the educational development of individual students.

7.2 It will ensure that all students are treated equally and as favourably as others.

7.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

7.4 We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

8. Data Collection and Analysis:

8.1 The school is committed to collecting and analysing data to monitor progress towards its equality objectives and identify areas for improvement.

8.2 Quantitative Data: The school will regularly collect and analyse quantitative data on:

- Attainment: Exam results, coursework, and other assessments.
- Attendance: Attendance rates and patterns.
- Exclusions: Exclusion rates and reasons.
- Behaviour: Behaviour incidents and referrals.

This data will be analysed to identify any potential disparities between different groups of students, such as those based on gender, ethnicity, disability or socio-economic background.

8.3 Qualitative Data: The school will conduct regular surveys, focus groups, and interviews with students, staff, and parents to gather qualitative feedback on their experiences of equality and inclusion. This data will be used to:

- Identify barriers to equality and inclusion
- Monitor the impact of interventions
- Inform future policy and practice

9. Equality Objective

9.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

9.2 Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

9.3 We will regularly review the progress we are making to meet our equality objectives.

Equality objective 2025-26: The Sittingbourne School will create and maintain an inclusive and equitable learning environment where all students, regardless of their background, ability or identity, have equal opportunities to succeed and be happy.

10. Staff Recruitment and Retention

10.1 The school is committed to recruiting and retaining a diverse workforce that reflects the diversity of the student population. The school will:

- Develop inclusive recruitment practices: Ensure that job advertisements and recruitment processes are inclusive and accessible to all.
- Promote diversity in shortlisting and interviewing: Ensure that shortlisting and interview panels are diverse and that candidates from diverse backgrounds are fairly considered.
- Provide equal opportunities for career progression: Ensure that all staff have equal opportunities for career progression, regardless of their background or characteristics.
- Create a positive and inclusive workplace culture: Foster a positive and inclusive workplace culture where all staff feel valued, respected and supported.
- Offer staff training on equality and diversity: Provide regular training to staff on equality, diversity and inclusion issues.
- Monitor staff turnover and retention rates: Monitor staff turnover and retention rates to identify any potential disparities or issues.

11. Accessibility

11.1 Physical Accessibility:

The school is committed to ensuring that the physical environment is accessible to all students, including those with disabilities. The school will:

- Regularly review the physical accessibility of the school environment, including buildings, classrooms and outdoor spaces.
- Make necessary adjustments to ensure that all students can access all areas of the school.
- Provide appropriate assistive technology and equipment, as needed.
- Train staff on how to support students with physical disabilities.

11.2 Digital Accessibility:

The school is committed to ensuring that all students have equal access to digital resources and platforms. The school will:

- Use digital resources and platforms that are accessible to all students, including those with disabilities and mental health concerns.
- Provide appropriate training to staff on how to use digital resources and platforms accessibly.
- Ensure that digital content is accessible, including text alternatives for images, captions for videos and transcripts for audio content.
- Provide assistive technology to support students with disabilities in accessing digital resources.

12. Monitoring Arrangements

12.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

13. Parent/Carer Engagement

13.1 The school is committed to engaging with parents and carers to promote equality, diversity, and inclusion. The school will:

- **Communicate effectively:** Use clear and accessible communication channels to inform parents and carers about the school's equality and diversity policies and practices.
- **Involve parents and carers in decision-making:** Seek the views of parents and carers on issues related to equality and diversity.
- **Provide opportunities for parents and carers to learn about equality and diversity:** Offer workshops and training sessions to help parents and carers understand and support their children's education.
- **Work in partnership with parents and carers to address any concerns or issues:** Collaborate with parents and carers to resolve any issues or concerns related to equality and diversity.
- **Celebrate diversity:** Organise events and activities that celebrate diversity and promote cultural understanding.

14. Links with other policies

This policy links to our policies on:

The Sittingbourne School:

- TSS Accessibility plan
- TSS Behaviour Policy
- TSS Admissions Policy
- TSS Anti-Bullying Policy
- TSS Child Protection and Safeguarding Policy and Procedure
- TSS Equality Statement
- TSS Children with health needs who cannot attend school policy
- TSS Health and Safety Policy
- TSS Supporting Students with Medical Conditions
- TSS Anti-Racism Policy
- TSS Anti-Discrimination Policy

The Swale Academies Trust:

- SAT Supporting Students with Medical Conditions
- SAT Complaints Policy